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ABSTRACT

The major role of colleges of education in the goverance of teacher education is seen as being that of a reconciling and arbitrating agent for all other influences in teacher education. This view of the role of colleges of education is supported by evidence from twelve fields of investigation: social and economic change; historical antecedents of American teacher education; the totality of university governance mechanisms; previous studies into the faults of governance procedures; general considerations of the difference between disciplines and professions; influences of other institutional governance structures on teacher education; funding by outside organizations; state agency influence; activities of practitioners in the field; role of teacher educators; internal organization of teacher education units (schools, colleges, and departments of education); and the political bases of decision making in teacher education. A summary and evaluation of these areas of research into teacher education governance supports the reconciling/arbitrating role of teacher education colleges. In order to successfully fulfill this role, it is concluded that a college of education must possess seven attributes: (1) a distinct, unified faculty; (2) a cooperatively developed program of teacher education; (3) a centralized locale; (4) a body of students registered in, advised by, and graduating from the college; (5) a degree that the college alone confers; (6) a budget it alone controls; and (7) a dean who serves with a requisite assignment of authority. (MJB)

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SOME PERSPECTIVES ON THE GOVERNANCE OF TEACHER EDUCATION*

JUL 24

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by

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Dr. Anderson, Faculty and Students: Thank you very much, Wendell, for that very generous introduction. I am sure the faculty are interested in the governance of teacher education because they are involved in it. And students are also because, for good or bad, they are the beneficiaries of it.

When I was first asked to talk to you this afternoon, Dr. Anderson suggested that you would be interested in a brief review of my recent book on this but I shall not include much detail. In this publication,** I have summarized the writings of over four hundred reports, chapters, committee studies, research done by departments in institutions of higher education, in such a way that some meaning can be derived from them. I hope that I'll not be accused of something that often happens among a good many professors in this day when the Dean says "publish or perish"; namely, find myself in a situation in which I have written more than I have read. Let me make it super transparent that although I have chosen freely from four hundred or so writers,

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you will probably see that I only want to share my prejudices and not try to convert the whole academic world.

If one wishes to affect the governance of teacher education in colleges and universities, I suspect that he has about four avenues open to him. (1) He can expand the knowledge base. (2) He can orient the preservice and inservice personnel on control procedures. (3) He can suggest changes in the structures and processes of teacher education, and (4) he can develop movements or secure coalescences of groups and motivate them to work on the problem with a certain kind of missionary zeal. I am going to address three of these, expand the knowledge base, suggest changes in the structure, propose controls of the preservice and inservice education of teachers and let you become the missionaries to go out and remake the world of teacher education.

This is a very big undertaking, the reason being that we vastly underestimate the magnitude of the job of preparing teachers. Some time ago, John King, Chairman of the Department of Higher Education at Southern Illinois University, wrote a brief paper in which he documented the magnitude of teacher education. King stated, "The preparation of teachers in higher education during the period from the end of the Civil War to Pearl Harbor, included about 50% of the effort of many colleges and universities, and from Pearl Harbor to '57, that is the Sputnik year, about one-third of all college students were preparing for some career in education. In the fall of '76 when some eleven million students were enrolled in two and four year institutions of higher learning, about 20% were in teacher education, and if you count the ingress and egress from

the various areas of this field, some 200,000 estimated future college teachers, then one must conclude that there are about two million persons in colleges and universities in preservice preparation to teach in schools and colleges and departments of education in higher education. Now the cost of providing this higher education year in and year out for these two million future teachers from kindergarten through graduate school, in about nine hundred institutions, is about ten billion dollars a year." You can see then that this job of how we organize ourselves to facilitate this task is a formidable one to say the least. Dr. King also suggests that the control of higher education, largely in the hands of lay people, complicates this job. Just as the lay governance of schools and colleges in the United States is unique, so becomes the teaching profession which serves them unique. And it follows that teacher education is unique. Consequently, it's a little dangerous to make too many comparisons between the preparation of teachers and the preparation of such other professionals as architects, engineers, lawyers and doctors.

The subject matter of this field encompasses a great many reports. I started [redacted] to find out what agencies and organizations influence the preparation of teachers. By teachers, I mean all educational personnel--elementary, secondary, higher; secondary teachers in the various areas of specialization, academic and vocational, the school service personnel, like guidance counselors and librarians, all educational personnel who are working in elementary and secondary and higher institutions.

These 400 references can be placed in thirteen major areas or major categories.

First, there is a setting of economic and social change that has a bearing on teacher education. We have had various criticisms of American education in general, and consequently, of teacher education in particular. The reasoning is something like this: American education is bad; schools are not educating our students well enough. Local newspapers often print a long story about how the local banks and business establishments can not hire young people who are graduates from high school, and some from college, because they could not do ordinary simple computations or write a sentence in such a way that they could be understood. You've heard these and other criticisms about schools. If our schools are bad, then that must be the fault of the teachers in them and if the teachers are bad, that must be the fault of the institutions that prepared them,specifically, the faculties, department chairmen and the deans of the colleges of education.

Tremendous socioeconomic changes have rocked American society in the last twenty years. We have moved from an individualistic kind of society to a highly corporate kind of society. We've moved into a society that has big labor, big government, big business, even big professions, like the AMA or the NEA. The individual is very helpless in this coporate, complex society. If an individual wants to get something, he has to join some kind of an organization with sufficient political clout to achieve his purpose; otherwise he's quite helpless. We could spend a lot of time describing the nature of the social, economic, political, and cultural changes that have occurred in this country in the last twenty years. Many books have been written on the growing involvement of the United States in international affairs as we've

succeeded Great Britain in the post-World War II years as the keeper of the world's police force.

What do we mean by governance? Governance is simply the way by which policy for an organization is determined. There is a difference between governance and administration. Governance is policy formation. Administration is policy implementation. In other words, there are certain mechanisms around the university that determine purposes, goals, procedures, and the assignment of functions to the faculty, the department chairmen, the deans, the president, the vice presidents, and many others, some of whom then administer whatever is decided upon. One is decision-making and the other is decision implementation.

The second classification of data is historical. One couldn't go into this field of course without looking at some of the historical antecedents of it, and if you want to spend a little time reviewing the history of American teacher education, there are many useful books available. History shows, for example, that the idea that universities should become interested in teacher education has a much earlier origin than most people think. In the time of Henry VIII, in England, a teacher by the name of Richard Mulcaster developed the unheard of thesis that the preparation of elementary and secondary school teachers was a legitimate undertaking for universities. He was a voice crying in the wilderness 300 years before his time. But the idea that the preparation of teachers is beneath the dignity of a college or a respectable state university persisted for centuries. It was primarily because colleges and universities did not provide for that kind of preparation that the

teachers college movement grew from the normal school movement back in the 1830's. It wasn't until the 1870's that the universities began to become interested in teacher education. And even then they did it in a backhanded sort of way because the professors of education were really professors of either philosophy or psychology. And the original professors were called professors of pedagogy. They were in these departments of either philosophy or psychology. When they began to develop the subject matter of teaching practices, they were given a chair in these universities. The University of Michigan was one of the original ones in this field although the University of Iowa also makes such a claim. When the Land Grant Colleges came along after the law of 1862, they began to prepare teachers of agriculture and home economics, but again they did it in an apologetic sort of manner. The preparation of teachers in colleges and universities is still regarded by some individuals as somewhat beneath the dignity of a respectable state university. The attitude has hampered the freedom of movement, the independence, and the authority to prepare teachers by the units within the institution, whether it's the department, school, or college of education.

The third category is that teacher education governance is a part of all university governance. The university has a senate, vice presidents, president; it has deans, and department chairmen. These governance mechanisms have in recent years undergone many new assignments of functions, out of which grew one of the rather interesting developments in teacher education--namely, the concept of the all-university teacher education policy-forming committee. The preparation of teachers differs from the preparation of other professionals. Universities have a law

school to prepare lawyers; they have a medical school to prepare physicians; they have a school of architecture to prepare architects, and so on, and those schools generally have complete control over their programs. Not so with teacher education. The teacher's preparation is not all strictly pedagogical: methods of teaching, classroom procedures, skills, abilities, knowledge, understandings. The preparation of a teacher is not confined alone to a four year program at the undergraduate level that is uniquely professional and therefore is not confined alone to the college of education. The teacher who is going to be a mathematics teacher has to get that specialization in the mathematics department in the college of liberal arts. The teacher who is going to be a music teacher gets music specialization, competency, skills, knowledge and ability, from the school of music. All teachers are liberally educated persons, or should be. The teacher ought to be able to hold her own in the community with the architects, the lawyers, the doctors, the engineers, and other educated people. That means the teacher must have a very respectable background, not in one area of knowledge, but in practically all of them--mathematics, English, science, social studies, speech, foreign language--all of these are part of the equipment of a teacher because the teacher should be a liberally educated person in addition to his area of specialization. The result has been that we have developed over the last thirty years the notion that all of these other agencies that contribute to teacher education ought to have some voice in the decision as to how it should be done. But this does not mean that all these supporting departments should control general edu-

cation and subject matter specialization. This is different from the preparation of a nurse in the school of nursing, because that school has complete control of the program from the time the student is a freshman until he/she graduates. The college of engineering which prepares engineers does not defer to the mathematics department to prescribe the mathematics for a prospective engineer. The college of engineering advises that. The education professors don't do that: they leave it to each department. This complicates the governance mechanism.

The fourth classification of data shows that there was early recognition of faulty structure in the governance procedure of education. There were a few surveys of institutional organization. One study showed a very high positive relationship between the structure for teacher education and its effectiveness, that is, the more centralized the teacher education policy formation process was, the greater was the likelihood that the institution was doing a better job in preparing teachers. In 1947 a study was made by the dean of education at The University of North Carolina which concluded quite clearly that faulty structure meant faulty development of teacher education policy.

The fifth category consists of several general considerations of governance in teacher education. The need to improve the organization for teacher education was masked by the failure to recognize on most campuses the difference between a discipline and a profession. We speak of the academic disciplines and the professions. Every institution, at a university at least, has a group of subjects to be studied called disciplines--mathematics, science, social studies, speech,

foreign language, fine arts, and so on. Now, the liberal arts college is the usual common seat of the disciplines and is organized in such a way as to facilitate teaching and research in these disciplines. There is a specialization of professors of chemistry, of professors of physics, and of professors of history. The philosophy of organization is subject matter oriented. But when the professional schools organize themselves in a similar way, they get into trouble because their subject matter is a practicing one; the people who succeed in it are accomplished practitioners and not merely knowledge-possessors. When we try to organize the professions according to disciplines, we have a very difficult structure. The total subject matter for the teacher must encompass not only knowledge but how to use it in teaching.

The sixth group of ideas is concerned with the fact that teacher education programs are influenced by a very large number of institutional governance structures. For example, the graduate school determines a great deal of what is done in the preparation of Superintendents of Schools. The president and his staff have an influence upon teacher education. A council of deans establishes policy. The college of arts and science is a great contributor to the academic components of teacher education. We frequently forget that there is another group of teaching fields: the vocational area, such as industrial arts, home economics, business education, that prepares many teachers. There is a group of fine arts subjects; art, music, and dramatics, in which teachers specialize. In recent years, students have had a greater voice in the management of their programs, and that has been manifested also in teacher edu-

cation.

The seventh group of forces that have an influence on teacher education are agencies that provide funding. Whoever can contribute some funds to get a certain kind of job done has an element of control in it. In recent years, the Ford Foundation, for example, the Carnegie Foundation for another, have had a tremendous influence upon teacher education because they have said, "We think teachers ought to be trained this way, and we will give several thousand dollars if you will do it the way we suggest." As an example; fifteen years ago I went to the University of Arizona as a consultant to Dr. Pat Nash at the time when he was developing the "duo-specialist program." He was preparing specialists in two areas, such as counseling and guidance, and librarianship, to go into the smaller schools where they couldn't afford a full time guidance counselor, or a full time librarian. By putting two such specialties together in a master's degree, they could do a little bit of both reasonably well. A Kellogg Foundation grant made this possible. Another example is preparing liberal arts graduates to become teachers as financed by the Ford Foundation during the sixties.

The financial agency that has the most influence on teacher education in recent years has been the federal government. The. U.S. Office of Education has poured literally millions of dollars into promoting a purpose which that office feels is necessary. Initially the federal government's role in education was the collection of statistics about education throughout the country. The second phase of influence of the federal government after 1900 was the conducting of many surveys of education. In more recent years the officials of the federal government

have said, "We have another purpose," or, "We are assuming another purpose." (I'm not sure whether Congress ever legislated it or not). "We think we should stimulate change--the change in the direction of what we think teacher education should go." The federal government has become an influencing agency purposely and deliberately attempting to promote their particular concepts. My feeling is that there is as much wisdom in a college or university such as this one as resides on the banks of the Potomac.

The eighth compartment into which the literature of teacher education may be placed is a number of state agents. The state government itself in its appropriations to higher education and to teacher education influences what an institution can and cannot do. Over all the institutions is a state board of higher education which determines the structure for teacher education in its colleges and universities and determines the scope of the teacher education program. At the state level, also influencing teacher education, is a governmental agency that certifies teachers. You have to get a teaching certificate before you can tamper with youngsters' minds, and you cannot become a teacher without a license any more than you can go duck hunting without a license. (I sometimes wonder whether there is any determination as to which is more important). The legislature, the governor, and the courts also are state education agencies which control to a considerable extent, influence obviously, the kind of programs and the structures for the delivery of those programs in institutions of higher learning.

The ninth area in which I find all the literature is dividing itself is the governance that is influenced by the practitioners in

the teaching profession, a profession whose total membership is about 3,470,000 people at all levels; elementary, secondary, and higher education. The National Education Association is the leading agency insofar as numbers are concerned but the American Federation of Teachers has over three hundred thousand. It does not have the influence nationally, except in larger cities like New York and Chicago, that the NEA has. As you must know, the National Education Association for several years has embarked upon change from a professional organization designed to improve the professional competency of its members to a situation where the purpose is like a labor union as it attempts to improve such working conditions of its members as salary, fringe benefits, and even the number of students in a class. In more recent years it has attempted to control entrance into the profession. The American Medical Association controls entrance to the profession by restricting enrollment in medical schools. The American Bar Association does the same thing. These people are quite unashamed of the fact that you have to pass a bar examination before you can be a lawyer in any state. The National Education Association is embarking upon a similar program. They want to control the numbers entering teaching. There are two places in which you can do that more easily than other places: at entrance into the training program, and at the certification level just before one is licensed to teach. The NEA is supporting legislation in each state which would provide for a professional practices commission, composed largely of teachers, whose job it is: (1) to accredit the institutions that are permitted to prepare teachers in the state, (2) to approve the programs which those institutions will provide for

prospective teachers, and (3) to issue the license once the preparation program is completed. Only two states, Oregon and California, now have such all-powerful commissions. There is now brewing in this country, and has for a couple of years now, a small war between the educators in higher education who prepare teachers, and the officiaries of the NEA in Washington. It's going to be the education battle of the century. I have maintained though that those of us who have been in teacher education in universities for a quarter of century, more or less, are also a profession in our own right--we therefore have the right to decide who shall enter, by what programs they shall be educated, and when they are qualified to receive a certificate for teaching. Since we are a subprofession of the overall teaching profession, the overall teaching profession will probably tell us what to do.

This tenth group consists of the profession of teacher educators in colleges and universities and in state education agencies. They have organized an agency that accredits teacher preparation programs. This is the National Council for the Accreditation of Teacher Education (NCATE). In the last twenty years, NCATE has had a tremendous influence in determining the organization for teacher education and the academic and professional programs in institutions of higher learning as they have become accredited institutions for the preparation of teachers. The purpose has been to improve teacher education by stimulating the faculty in teacher education to understand its job better and to assure the public of some level of competence. The extent of this influence is debatable, but most educators agree that it has been rather large.

The many publications of AACTE, ATE, SPE, etc., is evidence of this fact.

The eleventh area has to do with the internal organization of the teacher education unit. We have a college of education, a school, or department of education. How could you logically organize it internally so as to enable it to discharge its function? You can organize it in levels--elementary, secondary, higher. You can organize it by subject matter area: specialists in mathematics education, social studies education and other areas of specialization. You can look upon it as a way by which we decide what the teacher is--what the teacher does in the classroom, or what kind of person is required. Classroom procedures differentiate the teacher from just another educated person. There is a certain amount of professional knowledge of subject matter that a teacher has to know and be able to practice, and this personal growth orientation is one way to organize a college of education. It's complicated and I'll not go any further into it.

There is also the necessity for keeping teacher education units up to date, for providing some means for innovation. We have to slough off the old when it has become obsolete--we must have enough adaptability and initiative to take on the new as it becomes available and proves its worth to teaching in the classroom. All this has a bearing upon how you organize the teacher education unit.

The twelfth area into which literature in teacher education may be divided is called the politics of control. In addition to all these other structures, what happens when the teacher education policies are

actually made is probably more thoroughly explained by political expediency than by such other somewhat more desirable procedures as the collegial atmosphere prevailing among professional colleagues. Policy decisions are also reached by typical bureaucratic procedures. When you look at the three major ways by which decisions are reached: the collegial, the bureaucratic and the political, it is the opinion of many authors that probably what happens on a university campus is better explained by the political model than by the other two. And as a result, we are coming more and more in higher education, I think, to practice this. The notion that politics was a dirty sort of thing that schools, especially colleges and universities, should not be engaged in, had its origin a long time ago. After all, we are above politics; we make decisions on the basis of logical objective, scientific solutions, and not by pulling strings or by old-fashioned horse-trading. But education is a political system; teacher education is a political system, and there are certain kinds of structures that facilitate this political process and others that do not. There are ways by which decisions are reached on the political basis. Kirst and Wirt have done a great deal of work in this field as have several other authors. I'm sure you will recognize some of the procedures that are commonly used. For example, if the Vice President for Academic Affairs wants to get a certain job done, he presents the appearance of being collegial, professional, and scholarly, by appointing a committee. The committee makes a report, and objectively reaches a decision, so it appears, except for one thing: the Vice President for Academic Affairs actually appointed to the committee only those professors who would come out with the decision he

wanted. Politics is the procedure also of "you vote for my candidate, I'll vote for yours." There is the procedure of appealing through the press, through the local student newspaper, or the local TV media and try to convince people that yours is the way to get the job done. There are a lot of political maneuverings in higher education and educators better start using all legitimate procedures.

Finally, section thirteen consists of an evaluation and a summary. There are some structures and procedures that are more effective than others. There are many recommendations I could make concerning what could be done. I think the first thing that should be done is for administrators to recognize that teaching is a profession; that the preparation of teachers in the universities is as much a legitimate part of that university's function as is the preparation of lawyers, doctors, engineers, or business managers. If they do that, they will accord the college of education the same autonomy that they accord the faculties, the administrators, the deans of other professional schools and colleges within the university. Secondly, I think that all faculty members in higher education must recognize that teacher education is a full four year program--it is not just 20 or 30 hours of professional education tacked onto any type of bachelor's degree. It is just as important for a teacher to be well versed in the major academic disciplines as it is for a chemistry professor to know his chemistry, a business administrator to know his economics, or a lawyer to know his political science. The people who know that are the people who are in public school work; who work with people in the public schools, and who are supervisors of

student teaching in and out of the classrooms day in and day out. Ray Williams represented the best of those directors and supervisors of professional laboratory experiences. He and his colleagues knew what was going on in the public school classrooms. The professors of academic subjects may or may not know, and nine out of ten of them had their last contact with the public schools at their own high school graduation. If they do know what's going on in the public schools, they can be very helpful. So the second thing then would be to give to these people in professional education the authority to either themselves provide, or control some other unit that could provide, the academic disciplines and the supporting backgrounds in teacher education. This would also include such other areas of supporting disciplines to the profession of education as educational sociology, educational psychology, historical foundations of education, political foundations of education, and economic foundations of education. Teacher education, is a derived discipline, a derived profession, resting more upon other academic specializations than almost any other profession's preparation. I think in the future, colleges of education are going to continue to grow, to develop, and I think you can get evidence on that by looking at some of the institutions in the country which have developed very highly regarded and strong colleges of education. There is a great deal of expertise in the field of education that is applicable to other social professions--the helping professions, particularly. As evidence of that, the administrators and the board of trustees of New York University several years ago expanded that college of education into an institution now called the College of Education and Human Services within which they now have their School of Nursing, because a great deal of what

nurses learn and do can be assisted by knowledge of education. The University of West Virginia, several years ago, organized a College of Education and Human Resources. The University of Vermont has a College of Education and Social Service as its title, and there are several others. About 40 percent of the Colleges of Education in the National Association of State Universities and Land Grant Colleges have something more in their colleges than teacher education. They have programs which people may take, complete the Bachelor's Degree in Education, and yet not be certified for teaching in public schools, because they are preparing school psychologists, school nurses, guidance and counseling specialists who may not be able to teach in classrooms at all because they don't have the record of academic or subject matter specialization. So I think they're moving in the right direction. If there weren't colleges of education already here, it would probably be necessary to organize them.

The final conclusion of all these thirteen categories of information now is this: Here we have two groups of influences on teacher education: one outside the university, one within the university. From within the university, we have the university governance structure like the university senate, student organizations, the president and his staff, a council of deans, a college of arts and sciences, vocational departments, other professional schools, the graduate school, and we have the professional teacher education unit itself which has three major components--practice, theory and clinical experience. All that is within the university, and they are all having their day in court

as to what the teacher education program of an institution should be. On the other hand, we also have a group of influences outside the university; foundations which influence by the money they make available, the legislature and its appropriations, the teaching profession itself, the state board of education that determines the scope of the college of education programs, professional teacher educators, learned societies, various federal agencies, the State Certification Agency, and finally we have the local district which hires the graduates. There are 18 agencies inside and outside the university that have an impact--a very powerful impact--upon teacher education and upon the influence of the preparation of teachers, all of which says to the college of education, "Here is what we think you should be doing." These agencies are shown in Chart I. But in general, the colleges of education do not have the authority, do not have legislative allocation of power necessary to control all these functions. So I conclude that the major job of the college of education is to reconcile the differences of all these impacting agencies: The major job of the college of education is to be the arbitrating and reconciling agency for all the others. There is nobody else that can do it; but in the past, it has not had that authority. It has not had the same authority to do that as the other professional schools on the campus. I conclude that colleges of education must have authority commensurate with their responsibility.

"One must also conclude that such a college would have to possess the following seven attributes if it were to perform its service to the institution of which it is a part and to the public which it serves and which in the final analysis sustains it:

1. A distinct and unified faculty

2. A program of teacher education developed cooperatively by all constituents

3. A centralized locale, or building, to encourage interaction among faculty and students

4. A body of students registered in, advised by, and graduating from the college

5. A degree that it alone awards to all graduates of the university who become qualified for service in the schools

6. A budget that it alone controls

7. A dean who serves it by exemplary leadership made possible by the requisite assignment of authority.

"It is about time teacher education ceased to be the whipping boy for all the weaknesses of the public schools and for the ills of society in general. It is time for the top echelon of university administrators to accord the same managerial autonomy to their colleges of education that they accord to their other professional schools. It is time for all those who have only a peripheral interest in teacher education to accept the reduced role to which they are entitled in determining programs. It is time for all concerned to realize that teacher education involves a planned, unified program of liberal education, subject matter specialization, profes-

sional theory, and practice that builds requisite competencies, not just any four-year degree with a few courses in education tacked on as an afterthought. It is time to broaden the concept of what a college of education can become. It is time to eliminate teacher education from an institution of whatever type--public, private, liberal arts, junior college, or municipal--that can provide only a two- or three-man department of education. It is about as ridiculous for an institution to prepare, at best, only a few elementary or secondary teachers as it would be for a dental school to train dentists who can only extract teeth or a medical school to train physicians who can only treat broken bones.

"The American colleges and universities exemplify much of what mankind must regard as the good life. All who teach and learn in them are engaged in two of mankind's noblest aspirations--to work for people and to work with ideas. There are few human endeavors more challenging, and as John Masefield has said, there are few earthly things more beautiful than a university. What one would wish for a university he should wish no less for a college of education whose responsibility is to prepare teachers whose pupils will in the future sustain them both."*

*Cushman. Op. cit. pp. 266-268 and 271.

THERE ARE FEW earthly things more beautiful than a University. It is a place where those who hate ignorance may strive to know, where those who perceive truth may strive to make others see; where seekers and learners alike, banded together in the search for knowledge, will honor thought in all its finer ways, will welcome thinkers in distress or in exile, will uphold ever the dignity of thought and learning and will exact standards in these things. They give to the young in their impressionable years the bond of a lofty purpose shared, of a great corporate life whose links will not be loosed until they die. They give young people that close companionship for which youth longs, and that chance of the endless discussion of themes which are endless—without which youth would seem a waste of time. There are few earthly things more splendid than a University. In these days of broken frontiers and collapsing values—when every future looks somewhat grim, and every ancient foothold has become something of a quagmire, wherever a University stands, it stands and shines; wherever it exists, the free minds of men, urged on to full and fair inquiry, may still bring wisdom into human affairs.

John Masefield

CHART I. A MODEL FOR THE GOVERNANCE OF TEACHER EDUCATION